

NORTH AUGUSTA ELEMENTARY

400 East Spring Grove Avenue
North Augusta, South Carolina 29841

GRADES K-5 Elementary School

ENROLLMENT 855 Students

PRINCIPAL Dr. Angela Burkhalter 803-442-6280

SUPERINTENDENT Dr. Linda B. Eldridge 803-641-2428

BOARD CHAIR Dr. John B. Bradley 803-641-2431

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
14	62	8	1	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes

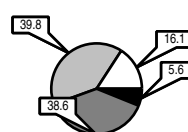
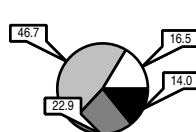
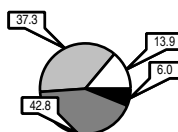
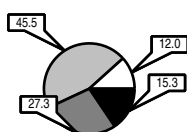
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	445	99.8	13.9	37.3	42.8	6.0	60.5	Yes	Yes
Gender									
Male	232	99.6	18.1	39.4	36.1	6.5	54.2		
Female	213	100.0	9.4	35.1	50.0	5.4	67.3		
Racial/Ethnic Group									
White	245	100.0	7.6	30.5	53.0	8.9	72.5	Yes	Yes
African-American	171	100.0	23.4	46.8	29.2	0.6	42.9	Yes	Yes
Asian/Pacific Islanders	10	100.0	10.0	30.0	30.0	30.0	70.0	I/S	I/S
Hispanic	17	94.1	18.8	43.8	37.5	0.0	56.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	394	99.8	12.1	36.0	45.7	6.2	64.8		
Disabled	51	100.0	28.3	47.8	19.6	4.3	26.1	I/S	Yes
Migrant Status									
Migrant	14	100.0	21.4	50.0	28.6	0.0	42.9		
Non-migrant	431	99.8	13.6	36.9	43.3	6.2	61.1		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	440	100.0	13.5	37.2	43.2	6.0	61.1		
Socio-Economic Status									
Subsidized meals	211	99.5	20.5	48.9	30.0	0.5	44.7	Yes	Yes
Full-pay meals	234	100.0	8.3	27.6	53.5	10.5	73.7		

Mathematics - State Performance Objective = 15.5%									
All Students	445	100.0	12.0	45.5	27.3	15.3	58.1	Yes	Yes
Gender									
Male	232	100.0	15.3	38.9	27.3	18.5	58.3		
Female	213	100.0	8.4	52.5	27.2	11.9	57.9		
Racial/Ethnic Group									
White	245	100.0	6.4	38.1	34.3	21.2	70.3	Yes	Yes
African-American	171	100.0	20.1	55.8	18.2	5.8	39.0	Yes	Yes
Asian/Pacific Islander	10	100.0	10.0	40.0	0.0	50.0	90.0	I/S	I/S
Hispanic	17	100.0	18.8	50.0	31.3	0.0	43.8	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	394	100.0	8.3	47.6	27.7	16.4	60.5		
Disabled	51	100.0	41.3	28.3	23.9	6.5	39.1	I/S	Yes
Migrant Status									
Migrant	14	100.0	14.3	57.1	28.6	0.0	50.0		
Non-migrant	431	100.0	11.9	45.0	27.2	15.8	58.4		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	440	100.0	11.4	45.7	27.5	15.5	58.5		
Socio-Economic Status									
Subsidized meals	211	100.0	19.5	55.8	19.5	5.3	41.1	Yes	Yes
Full-pay meals	234	100.0	5.7	36.8	33.8	23.7	72.4		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	143	100.0	12.0	31.6	52.6	3.8	56.4
	Grade 4	151	100.0	18.0	39.6	36.7	5.8	42.4
	Grade 5	172	99.4	25.5	49.7	23.6	1.3	24.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	150	100.0	11.1	25.0	52.8	11.1	63.9
	Grade 4	146	99.3	11.3	41.8	44.7	2.1	46.8
	Grade 5	149	100.0	20.0	46.2	29.0	4.8	33.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	143	100.0	7.5	48.9	27.1	16.5	43.6
	Grade 4	151	100.0	6.5	43.9	30.2	19.4	49.6
	Grade 5	172	100.0	17.2	44.6	21.7	16.6	38.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	150	100.0	13.9	53.5	26.4	6.3	32.6
	Grade 4	146	100.0	10.6	45.8	24.6	19.0	43.7
	Grade 5	149	100.0	12.4	37.9	27.6	22.1	49.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 855)				
First graders who attended full-day kindergarten	73.8%	N/C	100.0%	100.0%
Retention rate	5.4%	Up from 3.3%	2.4%	2.7%
Attendance rate	96.7%	Up from 95.9%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.5%		3.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.6%		2.6%	3.5%
Eligible for gifted and talented	24.9%	Down from 27.6%	20.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	5.1%	Up from 4.3%	7.8%	8.2%
Older than usual for grade	1.9%	Up from 0.7%	0.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 58)				
Teachers with advanced degrees	39.7%	Up from 38.1%	54.4%	51.4%
Continuing contract teachers	89.7%	Up from 81.0%	90.3%	87.5%
Highly qualified teachers**	94.3%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	89.5%	Up from 89.4%	89.2%	86.7%
Teacher attendance rate	94.1%	Down from 95.8%	95.0%	94.9%
Average teacher salary	\$42,552	Up 4.7%	\$41,307	\$40,760
Prof. development days/teacher	15.2 days	Up from 12.2 days	11.5 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Up from 19.1 to 1	20.0 to 1	18.9 to 1
Prime instructional time	89.5%	Down from 90.6%	90.4%	90.0%
Dollars spent per pupil*	\$5,145	Up 6.1%	\$5,711	\$6,044
Percent of expenditures for teacher salaries*	70.2%	Up from 69.7%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	90.4%	92.0%
Highly qualified teachers in high poverty schools**	92.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

North Augusta Elementary envisions our school as a safe instructional environment where all students will have their individual needs, differences, and abilities recognized, and will be challenged to excel in learning supported by a cooperative school community. Faculty and staff members are dedicated to making sure that each child is guided to reach his or her full potential. Teachers participate frequently in professional development. An on-site masters degree program offered in cooperation with the University of South Carolina at Aiken is one of several programs in which teachers are honing their teaching skills.

Working continually for improvement is a characteristic of the quality program at NAE. The School Improvement Council and PTA are essential in providing input and resources to support learning experiences. A current initiative is increasing the use of technology in instruction. AVer keys, Alpha Smarts, computers, Quizdom, and interactive SMARTboards expand teaching methodologies and encourage active learning. A grant from the SDE Math and Science Initiative will provide a science coach in 2004-05 to assist teachers in refining inquiry-based learning using research-based curriculum materials consistent with the SC Standards.

Having met Adequate Yearly Progress (AYP) under No Child Left Behind, North Augusta Elementary has become a "choice" Title I school. We expect to serve nearly 1000 students, a diverse population consisting of a wide range of socio-economic and ethnic groups. We will endeavor to provide the best education possible to all of our students. Named by the State Department of Education as a "Red Carpet School," we embrace parents and community as welcome essential partners. Communication through weekly and nine-weeks newsletters, schoolnotes.com, the Homework Hotline, the NAE website, and teacher/parent weekly and daily notes in the agenda book are important in linking our school family. With the dolphin as our mascot, we are "surfing the waves to success."

Dr. Angela Burkhalter, Principal
Kristen Sapp, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	58	136	84
Percent satisfied with learning environment	96.4%	86.8%	92.7%
Percent satisfied with social and physical environment	94.6%	90.3%	93.9%
Percent satisfied with home-school relations	98.2%	90.2%	82.5%

*Only students at the highest elementary school grade level at this school and their parents were included.